SREB - Don Moore

PROJECT FINAL REPORT

to

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY

A Comparison of the Relative Effectiveness of Learning Laboratories and Small Group Procedures in Changing the Self Concept of Adult Basic Students

submitted by:

NORTH CAROLINA MODULE

APPALACHIAN STATE UNIVERSITY

BOONE, NORTH CAROLINA

Reported by: Leland Cooper

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ABSTRACT

A COMPARISON OF THE RELATIVE EFFECTIVENESS OF LEARNING LABORATORIES AND SMALL GROUP PROCEDURES IN CHANGING THE SELF CONCEPTS OF ADULT BASIC STUDENTS

The Problem:

The purpose of this project is to assess the self-concept of adult basic students, evaluate the change in self-concept and achievement after exposure to either special class instruction or a learning laboratory.

Objectives:

1. Preservice preparation of staff will be conducted in group procedures, the characteristics of the ABE student and in the perceptual approach to learning.

2. To observe the experimental teachers in their classrooms to ascertain whether the group procedures, knowledge of ABE student characteristics, and of self-concept are in use.

3. To compare drop-out rates. This has been extended to include an analysis of the difference between the withdrawals and the non-withdrawals.

4. To measure change in self-concept as defined by Fitts, the author of the Tennessee Self Concept Scale and also as evidenced in behavior.

Also to be tested is the hypothesis that self-concept change and academic achievement will be greater and in a positive direction for the experimental classes than for the learning laboratories.

Procedures:

Teachers will be selected on the basis of certain criteria and will attend a series of weekend workshops on group procedures and the perceptual approach to teaching. The Tennessee Self Concept Scale and the ABLE will be administered as measures of self-esteem and academic achievement respectively and after a period of instruction will be administered as post-tests to evaluate the change that has taken place on the factors.

Time required:

1. Workshop sessions - four weeks
2. Administering pre-tests - two weeks
3. Period of instruction - four weeks
4. Post tests - two weeks
5. Analysis and write-up - four weeks.

Personnel:

Leland Cooper - Project Director, five-twelfth's of time

Steward Kirby - Caldwell ABE Director, no definite amount of time

Mrs. Velma Jackson - Forsyth Technical Institute ABE Director, no definite amount of time.

INTRODUCTION

The North Carolina Module of the Appalachian Adult Basic Education Demonstration Center began operation in the fall of 1970. The project efforts were centered at Appalachian State University in Boone. Forsyth Technical Institute in Winston-Salem and Caldwell Community College and Technical Institute in Lenoir were participating agencies. Both are units in North Carolina's public community college system which has almost total responsibility for adult education in the State. All units operate adult education programs and each of the more than 50 units has at least one learning laboratory.

The adult basic student's situation is complicated by the difficulty in determining the effectiveness of the instruction he receives. While he may doubtless benefit from his work in a community college adult basic program, there is some question as to whether the resulting changes in his behavior are of real importance to him as an individual. It is difficult to tell whether he sees himself as a better person vocationally, socially or intellectually, whether his view of himself - his self-concept - has improved as a result of his educational experience.

Efforts to investigate the population of adult basic students in relation to factors other than the cognitive have been limited. Consequently, most of the research on self-concept and its relation to education has been with elementary and secondary students rather than with "college age" and more mature adults. However, a definite relationship

has been established between self-concept and performance, whether academic or vocational.

The conclusion has often been drawn from observing adults with low education level that they don't feel good about themselves, certainly in relation to education. Further, it has been assumed that education enhances the self-concept, encouraging the individual to further effort and more success. Many hold strongly to the opposing opinion that most ABE students and potential students have found much failure in their school experiences and little of the success that builds self confidence and assures more success. Further education simply depresses the self esteem the individual may have built up in other areas. If this is true, then education is not only unrewarding, but personally degrading.

The major goal in this project was to evaluate the self-concept of ABE students at one point in their education, and after treatment by two or more methods of instruction, to see if significant changes occur in the measured self-concept. The primary approaches to be used were the learning laboratory and exposure to teachers who had attended special workshops emphasizing group procedures as techniques to improve self-concept.

Many adults apparently enter ABE programs with a strong achievement orientation. They are there to learn and expect to be able to demonstrate their achievement. The success of the ABE program is measured by the degree to which the students achieve their objectives in the areas which they study. In this project, achievement was to be assessed

with regard to the teaching techniques employed.

Numerous individuals in the three communities involved were concerned with the problems mentioned. Personnel of the community college units were very interested as were several agencies in Forsyth and Caldwell Counties. Among these were the community action agencies; WAMY, Blue Ridge Community Action; also, Model Cities of Winston-Salem. In all communities touched by the project all agencies which are normally related to ABE became involved with the project in some manner.

OBJECTIVES

1. Pre-service preparation of staff will be conducted in group procedures, the characteristics of the AABEDC student and in the perceptual approach to learning.

Workshops were held in connection with the AABEDC Morehead Project. Two were held on the campus of Appalachian State University on October 16-18, 1970, and October 31-November 1, 1970. The third was held at Forsyth Technical Institute in Winston-Salem on January 22-23, 1971. The agendums, attached Appendix A, were followed rather closely with sufficient flexibility provided for the Project Director, Dr. Leland Coooper and the Workshop Director, Dr. J. Edward Harrill to provide appropriate experiences as the tone and general direction of the workshop seemed to dictate. The work of Dr. Arthur Combs on perceptual approach to the helping relationship provided the underlying theme for all of the workshops and theoretical background as found in the book Individual Behavior by Combs and Snygg. References in the attached agendums are to this work. The workshops were not sensitivity sessions in any sense, however, the goals of the workshops included the following:

A. An increased awareness of self and interaction.

B. Increased accuracy of perception of the feeling and overt behavior of others.

C. Increased openness and interpersonal relationships or increased acceptance of the difference of others.

D. Decrease in extreme interpersonal need orientations in the areas of control, indecision, and affections.

E. Increased understanding of group behavior and skill in working with the group.

F. Increased self-confidence on the part of the teachers.

A number of commonly accepted group procedures were used not only to illustrate the procedure itself but also to achieve the desired group cohesiveness. There was no "basic encounter" during the sessions, nor was such sought. No personal conflicts arose nor is it likely that they would have been permitted. The tone and atmosphere of the meetings was one of friendliness and congeniality.

2. To observe the experimental teachers in their classrooms to ascertain whether the group procedures, knowledge of ABE student characteristics and of self-concept are in use.

Numerous observations of the experimental classes were made by the Project Director and by psychologists from Appalachian State University. The three psychologists participating traveled with Leland Cooper to the institutions where the experimental classes are located. Dr. Ed. Harrill, who conducted the orientation workshops, was the leading observer. He made several trips to each of the classes for the purpose of observing the teachers

and appraising their performance. Discussions were held with the teachers on each visit; these usually involving the ABE Directors and their assistants.

The sharp drop-off in attendance at Christmas-time and thereafter made a meaningful evaluation of group procedures impossible. During this period of time the few who were attending classes were not always the same ones, so in reality there was no "group" among whose members certain ideas, procedures and techniques could reliably be carried over from one session to another.

In several instances, however, group procedures were used very effectively. The classes had been prepared for the possible presence of observers. The observers were asked to participate as part of a group, which they usually did. Under these circumstances, the students appeared to feel quite comfortable with different individuals in their midst. In several instances, the adult students chose to stay around after class and talk with the teacher and the observers. It was during these sessions that some of the concerns most important to them were revealed. The December racial demonstrations in Winston-Salem appeared as events of major interest to them, and subject matter was relegated to a place of secondary importance, or less.

The observers were tempted at times to take-over the class and demonstrate the "proper" method or technique. Of course, this would have been completely contrary to

the intention of the assistance plan, so the temptation was resisted. Assistance was solicited at various times by the teachers and was provided whenever possible.

INSTRUMENTS FOR EVALUATION OF TEACHERS

Measuring the performance of ABE teachers has all the difficulties of measuring performance of teachers in any area. The unusual expectations stated for the experimental teachers in the present project presented another obstacle to accurate assessment. As stated in the original proposal, the teachers were to be selected on the basis of criteria which ordinarily can only be estimated and the estimation made in a highly subjective manner. To evaluate the performance of the teachers as they carried out their teaching duties, and to determine the degree to which their actions reflected "beliefs about people" found by Combs and others to be characteristic of effective professional workers (Combs 1965: pp54-56) requires a highly sophisticated and unusual measuring technique. It would have to be based on the teachers' self-report, either direct or indirect, since the idea that people act according to their basic beliefs about themselves and others is central to the perceptual approach to psychology.

THE TEACHING INDICENTS ESSAY

The technique which seems best able to give a reasonably respectable assessment of the beliefs thought important to successful teaching is described in a doctoral study by Herman Vonk (Vonk, 1970). His approach evolved from a series

of similar studies related to efforts of Combs and other researchers to establish a relationship between attitudes and beliefs of teachers, counselors and ministers and their effectiveness as helpers.

In the present study, each experimental teacher was asked in a letter to select and describe three teaching incidents in which he functioned in a particularly effective manner. (See Teaching Incidents Essay instruction letter, Appendix B.) Due to the shortage of time the process of assessment has not yet been completed; however, it is intended that other ABE teachers in the participating institutions will be asked to relate teaching incidents in the exact manner described above. This latter group will be composed of teachers who have not attended the orientation workshops nor participated in any of the activities connected with the experimental classes. The Teaching Incident Essays (TIE's) will be sent to a secretary at Appalachian State University who will preserve the anononymity of the authors by number coding and typing the responses. They will then be distributed to the writer and two colleagues for judging. The judges will have had a training session with other TIE's to reach a standard of reliability. Following again the procedure used by Vonk and employing the precautions in deriving perceptual inferences, the judges will record their conclusions from a seven point continuum to the right of the eight hypotheses describing effective and ineffective teachers (see score sheets X, Y, Z. Appendix C.)

THE LADDER SCALE (Appendix D)

Use of the "Ladder Scale" for the rating of teachers was not included as part of the present project. However, there appeared to be a need for some kind of simple instrument to be used in the evaluation of ABE teachers. The teacher rating scale selected is a self-anchoring scale intended to give the students at least two reference points and enough scale points to permit the respondent to discriminate realistically among the choices offered. The scale as adapted here has the advantage of being non-verbal. The student sees and responds to a picture; therefore, he does not have to deal with forced choices described by words which he may not understand. Also, the scale avoids preconceived categories, and third person value judgments imposed by a conventional four or five choice scale (Cantril 1965: pp. 21-25) (Remmers 1965: pp 364-365).

The ABE Directors at Forsyth Technical Institute and at Caldwell Community College were given multiple copies of the scale and they have agreed to use it in rating the experimental teachers and others. They will use these in their evaluation of the teachers and will code the results for possible statistical comparisons at Appalachian. It may be of considerable value in the selection of future ABE teachers to compare the scores on the Ladder Scale with the quantified inferences from Teaching Incidents Essays. If there are high correlations between these instruments as was the case with Vonk's population of elementary and secondary teachers, then further research on evaluation to improve ABE instruction

Has this been completed?

can be developed. Present plans are for the data from the two instruments to be collected and analyzed at Appalachian State University during the fall quarter.

3. To compare drop-out rates. This has been extended to include a statistical analysis of the differences in self-concept between the withdrawals and the non-withdrawals in experimental and learning lab groups combined.

The method of designating withdrawal differs somewhat in the experimental classes and the learning lab. In the experimental classes efforts were made to contact the adult who had stopped attending. In most cases a reason was given and the determination made as to whether he intended to return to class and when. If this information could not be obtained, and if he did not attend during spring quarter or summer quarter, he was considered withdrawn for purposes of this study. In the learning lab, the customary procedure of pulling the student's card after one month of non-attendance was followed. The card was put in an inactive file and he was considered withdrawn until he returned. All those of the original population still in the inactive file at the close of the project were designated the withdrawal population. At both institutions, a few individuals were referred to a class for their work. This almost always happens soon after their entrance, so they would not be considered learning lab students, nor would they be withdrawals.

The hypothesis was advanced that the students with lower TSCS scores would more often withdraw from the program. The 24 TSCS scores for the 20 males and 23 females who continued were compared with 14 males and 23 females who withdrew. A two-way analysis of variance was run and no difference significant at the .05 level was found either between continuers and withdrawals or between males and females, nor was there a significant interaction difference between any two parts. Because of the lack of significance, no tables are included for the analysis of withdrawals.

4. To measure change in self-concept as defined by Fitts and determine the changes and factors contributing to them for each of the following:

   A. Increased awareness of self and interaction.
   B. Increased accuracy of perception of the feelings and overt behavior of others.
   C. Increased openness and interpersonal relationships or increased acceptance of the difference of others.
   D. Decrease in extreme interpersonal need orientations in the areas of control, indecision, and affection.
   E. Increased understanding of group behavior and skill in working with a group-interdependence development.
   F. Increased self-conficence in interaction.

Teachers' Logs

Discussions were held during the workshop sessions about the logs the teachers were to keep. In the absence of an instrument whereby the data could be kept systematically, it was agreed that each teacher should use his own method, keeping in mind the things he was to look for especially and trying to devise a better system which he would share with others. In one of the classes where group procedures were used extensively, responses of the members were recorded after the sessions. This gave the teacher some feedback on effectiveness of the sessions and helped in planning later meetings. Following is a sample entry:

> Another night we divided into groups of two and three and talked about confidence and those experiences that were good illustrations of what it feels like to have confidence and what it feels like not to have it. The examples were many - confidence in car salesmen, no confidence in a buffer at work, and no confidence in a son-in-law. Everybody participated and listented very attentively, though it felt awkward at first.
>
> Afterwards we put the chairs in a semi-circle and talked about confidence in ourselves. One fellow summed up the evening by saying, "If you don't work at changing the feeling of being dumb, you'll always be dumb."

As the other classes were unable to use the group procedures much, their logs reflected observations about individual students and the progress each was making.

Hypotheses

The change in self-concept and the measurement of it has been regarded as the major objective for this project. Emphasis in the workshop sessions was on the self-concept

of the adult learner, how he feels about himself and what can be done to change the negative feeling that he has. A warning not to have expectations too high for such changes was stated by a member of the project advisory committee, a psychiatrist. He said, "I spend months in individual sessions with a patient trying to do the very thing you want to do in groups in an educational setting. Don't expect drastic changes."

The Tennessee Self Concept Scale (TSCS) is the instrument used to measure the self-concept. While dozens of articles and reports have been written on studies using the TSCS, a definition of self-concept as seen by William H. Fitts, the author, is elusive. This is due, no doubt, to the fact that he views self-concept as having many dimensions which can be isolated and measured. Fitts (1965: p 1) does summarize some thoughts on self-concept and behavior as follows:

> The Individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless, or "bad" tend to act accordingly. Those who have highly unrealistic concept of self tend to approach life and other people in unrealistic ways. Those who have very deviant self concepts tend to behave in deviant ways. Thus, a knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluations of him.

Brief descriptions of the 24 test items used in the project will serve as further definition of self-concept.

Collecting the Data

With the TSCS, as with all objectives of the project, collecting the data was the most difficult task. Problems

in this area were expected, but the magnitude and number of difficulties were a surprise to the uninitiated project director. The late starting date was a significant factor. The experimental classes were selected in November instead of in September as originally planned. Teachers met with the classes two or three times before having the TSCS administered. This meant delaying the administration of tests until late November or early December. By this time many students had stopped attending to work at part-time jobs or simply "to get ready for Christmas."

Other variables such as racial tension in Winston-Salem and bad weather in Boone influenced attendance before and after Christmas. Another important delaying factor was related to the belief that the TSCS scale should be administered only by psychologists. When the psychologists had made several visits only to find relatively few people in attendance, it was determined that others could and should give the test. So, the teachers, the ABE Directors, and the Project Director have participated in its administration. Considerable time was consumed in getting the students to come to class for the pre-test. A few individuals refused to take TSCS. One man gave his reason for refusing a recent experience he had had. He applied for a job and with his interview he was asked to take some kind of personality test. He took the test but did not get the job. In his mind there was a direct relationship between the test and his failure to get the job. It is not too difficult to understand how his suspicion and even fear would be transposed from one very real and important

situation (seeking a job) to one which should be friendly and unthreatening (the ABE class).

Close observation of the students while they were taking the test and of the finished score sheets led to the rejection of several tests as the individuals obviously did not understand what they were to do, or perhaps the test itself, even when it was read to them. The others apparently did understand the test and answered all items satisfactorily. No score sheet containing unanswered items was processed.

The administration of the TSCS to ABE students, then, does not appear unproductive or especially inappropriate, although any researcher would have in his mind the question, "Were there others in the group who did not understand some of the test statements but did not admit it or did not ask questions?"

Due to a late start and a misjudging of the number of new students who would be entering the Learning Laboratory at Forsyth Tech, no appreciable number of pre-tests were administered and those not in time for the students to get the specified amount of instruction before the post-test. As the deadline was approaching for the conclusion of the project, the decision was made to use the 45 learning lab subjects at Caldwell Community College for comparison with the experimental class subjects on the TSCS. Arrangements were then made for initiation of a new Forsyth group which would include the "Downtown Learning Lab" as well as the one on campus at the Institute. Administration of the TSCS and the ABLE will be done on a continuing systematic basis.

When the students reach the specified number of hours or are ready to move to another level by examination they will be given the TSCS and the ABLE post-tests. The same kind of arrangements have been made at Caldwell where the TSCS has been administered both to new and previously enrolled students. Through an error in communications on the part of the project director, the Placement Inventory Series was administered as an achievement pre-test at Caldwell. By the time the discovery was made, too many had been administered to change in time for the final report.

In order to assure a valid and respectable treatment of Hypotheses 1 and 3 in the project objectives, a supplementary report will be forwarded when enough learning lab students have completed all tests and the final statistical analysis can be made.

It is the belief of the writer that a longitudinal study following the pattern proposed above, beginning in the summer and extended over a period of ten months will reveal valuable and reliable data about the adult student in the learning lab. The present intention is to carry out such a plan insofar as possible.

Collecting data from the learning labs was by far the most difficult and frustrating part of the entire project. This was due in part to a lack of planning for this special kind of situation. The learning lab coordinators had not been involved in meetings or workshops related to the project so there was considerable lost motion while communications were established. At this point something of the unique

nature of the learning lab emerged, and some of the problems involved in data collection came into focus. Among the more prominent obstacles were:

1. The way in which adults become involved in learning lab instruction. Most walk in from their own motivation and in response to any of the several media which attract students. Very few are referred to the lab from one of the ABE classes. Very few have low reading levels. Adults entering the lab, are near the peak of their motivation and interest and are ready to go immediately into their work. Professional learning lab workers have a justifiable fear that any unusual testing procedures tend to stifle this interest and enthusiasm.
2. Programmed materials make up the major part of the learning labs' holdings. Proper use of these materials is the major learning procedure. Pretesting in <u>each</u> subject studied to detect specific areas of weakness is a necessary first step in their effective use. A test such as the ABLE does not tell what the weaknesses are, so it would have to be given in addition to tests used for diagnosis.
3. Where the TSCS requires 20 to 30 minutes to administer, the ABLE takes a minimum of two hours and 15 minutes. A large part of the ABLE has to be read to the student. In the learning labs all the instruction is individualized, so the coordinator must administer the test to the individual student,

taking whatever time is required for the parts to be read.

4. On-duty lab coordinators are involved in assisting students, testing in subject areas, selecting materials, and carrying out various other managerial duties. Teachers and assistants are usually similarly involved, so any great amount of additional testing raises the prospect of neglecting students. Among the learning lab personnel there is this anxiety about neglecting students although they are always helpful and cooperative where research they see as useful is concerned. This attitude is evidenced in their willingness to work on solutions to problems and continue working on the project until sufficient pre and post ABLE tests have been administered to give a valid basis for comparison with the experimental classes.
5. Students determine the number of hours that they will work in the learning lab and the time of the day or night that they will attend. Often the same coordinator or teacher will not be working with a given student all the time. This means that all the lab personnel should be familiar with the procedures used in testing and recording results.
6. Without having known the student and something of his abilities, the learning lab coordinator does not know which of the three levels to give. While the grade levels scores can be interchanged to some

extent, the "right answer scores" cannot. It may then be necessary to use another test to determine the approximate grade level in order to select the appropriate ABLE. Also, in some cases it will be possible to use previous school grades to get an approximate grade level.

The experimental classes were given numbers as follows: Group 1 and Group 2, Forsyth Technical Institute classes held at two public school in the City of Winston-Salem; Caldwell Community College, Group 3, met at the College and Group 4 met in Boone on the campus of Appalachian State University. Group 1 had a total enrollment for the year of 19, including withdrawals and late enrollees; Group 2 had 20, Group 3 had 23, and Group 4 had 7. Actually, Group 4 was specially recruited for the class and had 20 on the roll. But, some only attended one time and several no more than three times, not long enough to take any of the tests.

To supplement the data in Group 4, another group with the same teacher as administered the TSCS in the late spring of 1971. This is a newly formed group of Youth Corps students meeting in Caldwell Community College's Learning Center in Boone. Post-tests will be given them on the same basis as for the experimental classes and the same comparisons made.

In order to have a group large enough for analysis, members of all experimental classes who had taken pre-tests and post-tests were combined and the larger group compared

with the learning lab group. As time of instruction was a factor and impossible to control, the hours were simply recorded for each student. In the experimental groups, all students had 72 or more hours of instruction except four. They had 60, 70, 68, and 63 hours each. The learning lab group had a range in hours of instruction from 10 to 101, with a mean of 46 hours.

Analysis of the Data

In analyzing the data, a two-way analysis of variance was used. Only those F Ratios significant at the .01 level or at the .05 level are reported herein. Brief discussion of the TSCS sub-scores found significant follows. Descriptions of all sub-scores and a complete discussion of the scale are given in the Tennessee Self Concept Manual (Fitts, 1965). Tables giving data from the analyses are in Appendixes E and F.

An authority on use of the TSCS advised that an analysis or report on the empirical scales, sub-scores 18-24, would not be informative. With the small number of subjects and with the educational purpose of this project, the validity of these scores is questioned.

Changes in TSCS scores from pre-test to post-test were examined for differences between the experimental classes and the learning lab group and between males and females. Significant sub-score differences were as follows:

1. Sub-score 2: True/False Ratio. A higher score in a positive direction indicates that the male subject

changes significantly more than the female toward "achieving self definition or self description by focusing on what he is and is relatively unable to accomplish the same thing by eliminating or rejecting what he is not." (Fitts, 1965). As a group, the females changed in the opposite direction, toward more emphasis on what they are not and less on what they are.

2. Sub-score 5: Total Positive. The total positive reflects the overall level of self-esteem and is regarded as the most important single score on the counseling form. A change score difference between males and females significant at the .05 level with the males' score decreasing and the females' increasing suggests a serious questioning of the assumption that basic education enhances self-concept in males. Various explanations can be given for the decrease in positive score for males as well as suggestions for further exploration of this occurrence. An investigation of the phenomenon with a much larger population would be desirable, especially since in the present study no significant difference appeared either in the experimental classes alone or the learning lab alone. Neither were there significant change score differences between learning lab and experimental classes, the only significance being between males and females of the two groups combined.

3. Sub-score 6: Identity. This score is defined as the

individual's description of his basic identity - what he is as he sees himself. It is one of the three scores which, when added together, give the total positive score. The difference between males' and females' change scores with both groups combined was significant at the .05 level.

4. Sub-score 11: Personal Self. The difference between males' and females' change scores with both groups combined was significant at the .05 level. Again, the males' change was in a negative direction. This score "...reflects the individual's sense of personal worth, his feeling of adequacy, as a person and his evaluation of his personality apart from his body or his relationship to others." (Fitts, 1965:3).

5. Sub-score 13: Social Self. This is another in a series showing a difference between men and women in the combined groups. Significance was at the .05 level and the males' change was negative while the females' was positive. "It reflects the person's sense of adequacy and worth in his social interaction with other people in general." (Fitts, 1965:3).

6. Sub-score 14: Total Variability and Sub-score 15: Column Variability. These are the only scores where change score differences at .05 level appeared between the experimental classes and the learning lab students. The data would indicate change in learning lab subjects toward less variability with regard to how they see themselves. This change was

significantly greater than change in experimental class subjects. The latter group showed a slight change toward more variability.

7. Sub-score 19: General Maladjustment. Difference in change scores between males and females at the .05 level on this measure, with the change negative for males signifies a tendency toward adjustment for males and a tendency toward greater maladjustment for females. The scale is an index of adjustment-maladjustment and is used to differentiate psychiatric patients from non-patients. The scale is inverse, so a change in a negative direction may be toward greater adjustment or toward maladjustment.

The Tennessee Self Concept Scale pre-test data were analyzed for differences between experimental classes and learning lab, also, for differences between men and women. Significant differences were found for six sub-scores. The experimental classes focused on what they are to a greater extent than the learning lab students. The other results indicated slight differences between the sexes but not between the total means. In regard to variability it was noted that the size of this sample is sufficiently large to account for a spread of choices among the one through five responses, rather than a clustering of any one response.

As a check against the analysis of change scores, a Student's t test was run for the total population taking both the TSCS pre-test and the post-test. No difference significant at the .05 level was found between the means of

the pre and post tests.

The ABLE Test - a *t* test was run for difference between the means of pre and post ABLE tests. No difference significant at the .05 level was found.

AABEDC COMPONENTS

The two participating institutions in the North Carolina module differ somewhat in their approach to Adult Basic Education. Answers to the questions relating to the components are, therefore, summarized separately for the Caldwell Community College and Forsyth Technical Institute.

Participants in Planning

1. Have your ABE students had an input into the planning of new ABE programs in your module (time, place, content, organization, etc.)? Describe.

   Caldwell Community College - Yes. The time and place of the class meetings are determined jointly by the students and the instructor. Students are consistently asked for suggestions for new class locations and the hours are adjusted to the time convenient for the majority of the adult students. As to content, instruction in basic subject matter is always included in the program, then, time is devoted to particular interest of the individual student. Students are encouraged to "speak out." We feel this is important in developing confidence and building the self-concept of students as well as providing skill in oral communication.

   Class organization is primarily a function of the instructor, however, organization is flexible.

   Forsyth Technical Institute - Students helped in selecting materials best suited to their needs and

gave assistance in deciding on areas of emphasis. Supplementary materials were provided which were related to more proficiency on jobs in which the students were engaged.

2. Do your ABE students have any way of adjusting the on-going program (a) individually, and (b) as a group? Describe.

Caldwell Community College - The program is continuously adjusting. To the extent practical, programs of study are individualized. The content of the program and the materials utilized are evaluated by students and instructors. An example of "adjusting the on-going program," is that we currently spend more time talking with and listening to students. Informal counseling is encouraged and practiced more than strict adherence to subject content. As stated in Item 1, the self-concept of students is receiving more attention.

Forsyth Technical Institute - The ABE students have adjusted to the on-going program both individually and as a group.

3. Include your clients' positive and negative assessments of your program.

Caldwell Community College - Our clients speak in positive terms about the program. They speak highly of the devotion of the instructional staff and about the college offering them another chance.

The only negative factor is the instructional materials which we recognize are not always appropriate.

Forsyth Technical Institute - The students have expressed the feeling of opportunity which knocked twice, thus giving them a chance to complete work which was not available to them as children. They feel that the program has been of great value to them.

Transportation proved to be a problem for some of the clients. Poor achievement due to poor vision was another negative factor.

Outreach

1. What methods did you use for recruitment?

Caldwell Community College -

A. Students currently enrolled are most effective in reaching new students.
B. Teacher contact in person or more frequently by telephone is second in effectiveness.
C. Church bulletins and Sunday school teachers.
D. News media - radio and newspapers, notes through the schools, posters.

Forsyth Technical Institute -

A. Agency representative
B. ABE Teacher
C. ABE Student
D. Media - radio, posters, newspaper, television, notes through schools.

2. Evaluate each method you used for recruitment by the numbers recruited at each ABF level.

I 0-3
II 4-6
III 7-9
IV 10-12

A method could be a kind of recruiter (volunteer, agency representative, ABE teacher, ABE student, family, etc.) or other techniques (radio, poster, note from school, etc)

Caldwell Community College -

I 0-3 - students are most effective

II 4-6 - students are most effective

III 7-9 - newspapers, radio, public school announcements

IV 10-12 - newspaper, radio, etc.

Forsyth Technical Institute -

I 0-3 - ABE teacher

II 4-6 - ABE student

III 7-9 - Forms from Director

IV 10-12 - Newspaper

3. Does your staff contact students who miss sessions? Describe and evaluate methods of following up absenteeism.

Caldwell Community College - Instructors are encouraged to contact absentees. Commercial cards are used with the student's name inserted in the greeting and telephone calls are more frequently utilized in contacting students. Immediate contact is desirable by the instructor. Instructor contact is more

effective with absentees than student contact.

Each student is contacted and asked to return to class after three absences.

Forsyth Technical Institute - Students who miss sessions are contacted by telephone calls, home visitation, notes to the student, and person to person contact through students still in attendance.

Retention

1. What are the reasons given by your students for participation?

Caldwell Community College -

A. Improve myself.

B. Get more education.

C. Get my high school diploma.

D. Get a better job.

E. Came with a friend.

Forsyth Technical Institute -

A. Self-improvement.

B. Desire to complete high school.

C. Better job acquisition.

2. What are the reasons given for withdrawal?

Caldwell Community College -

A. Changed job or hours of working.

B. Too busy - extra work or gardening.

C. Sickness in family.

D. Program is not what "I though it would be."

Forsyth Technical Institute -

A. Health problems.

B. Changes in employment hours.

C. Seasonal employment.

D. Better job.

This component is closely related to Objective 3 in the present project.

3. Have you isolated any program characteristics that are particularly necessary to high retention?

Caldwell Community College - The instructor is the key to retention. There are other factors but a good and devoted teacher has a way of overcoming these. A variety of instructional materials is a necessary ingredient to retention.

Forsyth Technical Institute -

A. Individual instructor keyed to personal growth.

B. Assigned follow-up tasks.

C. Group and individual responsibility which require daily attendance.

Diagnosis

1. What methods are used in your program to identify learning levels and learning difficulties of individual students?

Caldwell Community College - Teacher observation - pupils demonstrate ability.

Forsyth Technical Institute - Placement tests, self-evaluation, programmed materials, informal checks, continuous evaluation, prescribing instructional materials, individual progress folders, tapes and tape recordings.

2. Evaluate each method.

Caldwell Community College - Diagnostic testing - ABLE-Level I and II Metropolitan - primary, intermediate, and advanced levels. Teacher evaluation is most satisfactory because the fear of testing is eliminated.

Testing is done later, in each individual's program after confidence is restored. It provides objective evidence and usually confirms teacher judgment and evaluation.

Forsyth Technical Institute -

A. Individual instruction - created a feeling of necessity to be present for continuity of thought.
B. Follow-up tasks - emphasis on responsibility to group to avoid gap in daily progress.
C. Group responsibility - eliminate tensions, stimulate by creating a feeling of importance in making contributions.

Manpower and Volunteers

1. How many professionals, paraprofessionals, and other paid and volunteer staff have been involved in your module?

Caldwell Community College - Twenty professionals are employed in the program, three paraprofessionals, and no volunteers are employed in the module.

2. What are their general functions?

   Caldwell Community College - Professionals either teach or administer the program. Paraprofessionals are used, usually in the summer, to recruit.

3. What kinds of formal and informal preservice and in-service upgrading or training have they received this year?

   Caldwell Community College - Two formal faculty meetings with the ABE director. A four-day institute was held in August, 1970, for faculty members. The director visits classes and suggests materials and instructional techniques.

   Forsyth Technical Institute - Workshop attendance and monthly professional meetings.

All of the manpower and volunteers questions are part of Objectives and General Hypotheses of the project reported herein.

Materials

1. What ABE materials do you especially recommend? Why?

   Caldwell Community College - Steck-Vaughn publication - Working with Numbers, Cambridge Adult Basic Education Series.

These provide a variety of learning experiences - provide adult acceptance.

Forsyth Technical Institue - Programmed - allows pupils to progress at their own rate.

2. What ABE materials have you found particularly unserviceable? Why?

Caldwell Community College - No specific publication, but any material with pictures of children is unserviceable.

Forsyth Technical Institute - None.

3. Has your staff developed new materials this year? Describe briefly and/or include in the appendix of your report.

Caldwell Community College - Tar Heel Footprints, Textiles, and Lets Read About Our Work were developed locally.

Methods

1. What methods of instruction do you especially recommend? Why?

Caldwell Community College - Individualized instruction because students learn more and they receive attention. Attention would seem to be as important as the actual teaching or imparting information.

Forsyth Technical Institute - Individual instruction - person to person - takes care of individual needs. Group instruction provides opportunities for sharing.

2. What methods of instruction have you found particularly unserviceable? Why?

   Caldwell Community College - Group lecture is unserviceable. ABE students simply do not learn by this method.

All of the objectives for the project and the general hypotheses are related closely to this component.

Counseling

1. Do you have counselors serving your ABE program? Describe their guidance, counseling and administrative duties in terms of percentages (example, 50% of time testing, etc.)

   Caldwell Community College - Group counseling is done intermittently by the college staff. Testing is done by the instructor and they may suggest consulting a counselor. Counseling is available but rarely sought.

2. Do your teachers have formal or informal counseling duties? Describe or give examples.

   Caldwell Community College - Teachers do informal counseling. They are available when needed and students know and trust them. The role of teacher-counseling is called to the attention of teachers during the in-service program each fall.

Placement

1. Do you have any way(s) of placing your ABE and GED

students and graduates in jobs and training programs where appropriate?

Caldwell Community College - Not specifically. Caldwell County has a high employment rate. Students have jobs, but are thinking in terms of a promotion or a raise in pay.

2. Describe and evaluate each method in terms of success in placement.

Caldwell Community College - See above statement.

Follow-up

1. Do you have a method of discovering what happens to your graduates and withdrawals? Over what time span? Describe.

Caldwell Community College - We do not have a systematic plan for follow-up. A questionnaire has been sent to our students requesting this type information.

2. What have been the results of your follow-up?

Caldwell Community College - Results are unsatisfactory. A small percentage of the students responded.

Business and Industry

1. How do you work with business and industry?

Caldwell Community College - We work very little with industry at the ABE level. Our success in this area has been at the high school and vocational level of education.

STATE SUPPORT

The Division of Adult Education of the North Carolina Department of Community Colleges agreed to fund the workshops held for the experimental teachers and the ABE directors. A delay in getting approval of funds from the State brought about the cancellation of a follow-up workshop originally scheduled for February and re-scheduled for May. Interest on the part of the State Director was demonstrated throughout the project and personnel of the Department of Community Colleges continually evidenced their interest and support.

SPREAD

Interest in the group procedures approach has been conveyed by the experimental teachers to many of the other ABE teachers at the two institutions. At Forsyth Technical Institute a County-wide workshop for ABE teachers was held with the project participants serving as leaders and demonstrating some of the procedures which they had found effective. At this workshop, the teachers showed a genuine enthusiasm for innovation. Caldwell Community College had an in-service workshop in which both self-concept and group procedures were fully explored with ABE teachers. Experimental teachers shared their ideas with other teachers individually, with administrators, and with learning lab coordinators. Participants in the project have been in contact and have had discussions with personnel from a number of institutions

at state and regional meetings. Considerable interest has been aroused at these meetings.

The Southern Regional Education Board has offered support for the objectives of the project, especially that part dealing with special preparation of ABE teachers. Professors and graduate students at Appalachian State University are benefiting from the University's work with the project. Several will continue to explore in the areas which have been opened up, with the likelihood that important research ventures will be initiated.

RECOMMENDATIONS

The following recommendations are made on the basis of the evidence presented in this report:

1. Further study should be made of the differences in self-concept change between men and women.
2. Consideration should be given to the fact that as a group mens' self-concept decreased during the period of instruction. It may be that special counseling may be the most appropriate and helpful thing for men when they begin an ABE program.
3. The Teacher Rating Scale and the Teaching Incidents Essay should be developed for selection and evaluation of ABE teachers. Studies should be made to test their usefulness.
4. An achievement test suitable for statistical comparison should be sought or developed. If the ABLE is used, ways should be found to deal with its liabilities.
5. A system of data collection should be developed which would include information about instruments such as the TSCS, methods for using them, and even data collection sheets. These would be validated over a period of time and could be used at various locations throughout the country providing a large population for study.
6. A way to give learning lab students tests in groups would be very helpful in collecting data needed.

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REMMERS, H. H. 1965. "Rating Methods in Research on Teaching." In Gage, N. L. (Ed.), Handbook of Research on Teaching. Chicago: Rand-McNally.

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APPENDIX A

MOREHEAD PROJECT WORKSHOPS

Agenda
October 16-18

Friday, October 16

1:00-3:00 p.m.	Lecture; question and answer period "What is a perceptual point of view?"
3:00-3:30 p.m.	Break
3:30-5:30 p.m.	Some application of the above: Getting acquainted Taking inventory--Q Sort Developing listening skills (Numerous exercises)
5:30-6:30 p.m.	Dinner
6:30-9:30 p.m.	Feedback regarding today's activities Discussion-Lecture, "Feedback as a necessary ingredient to effective communication". Feedback exercises

Saturday, October 17

9:00-10:30 a.m.	Lecture-Discussion, "Special problems understanding the perceptual approach"
10:30-11:00 a.m.	Break
11:00-12:30 p.m.	Participation with a Q Sorting (Dr. Cooper)
12:30-1:30 p.m.	Lunch
1:30-3:30 p.m.	Lecture-Discussion, "Techniques, Goals, Values, Perceptually Speaking"
3:30-4:00 p.m.	Break
4:30-6:00 p.m.	Examination of personal values and the consistency of our individual behavior

Sunday, October 18

9:00-10:30 a.m.	Feedback-evaluation-planning session
10:30-11:00 a.m.	Break
11:00-12:30 p.m.	"Difficult cases" Presentation each person contributing
12:30-1:30 p.m.	Lunch
1:30-3:30 p.m.	Working for comprehension of difficult cases: role-play, role-reversal, evaluation, etc.

APPENDIX A

MOREHEAD PROJECT WORKSHOP II

Agenda
October 31 - November 1, 1970

Saturday, October 31

9:30 - 10:30	A check by each teacher: How have you found the perceptual point of view to be applicable? (Each person answers, then a free give and take)
10:30 - 11:00	Break
11:00 - 12:30	Materials (Dr. Cooper) clarification of use of available materials; discussion by ABE directors of present and past tests used, rationale for change and where we want to go.
12:30 - 1:30	Lunch together
1:30-3:00	"Effective Communication and the Perceptual Approach" Lecture, demonstration of barriers, practice periods
3:00 - 3:30	Break
3:30 - 6:30	Communication Workshop: ineffective types such as blamer, placater, computer and distractor were presented, analyzed, experimented with, and evaluated for another type--the actualizer.

Sunday, November 1

9:00 - 10:00	Breakfast together. Evaluation of yesterday's material with focus on its use for ABE.
10:00 - 10:15	Break
10:15 - 1:00	Workshop in improving and successfully employing better communication: experiential approach by use of dyads, triads and role-playing. When obstacles appeared perceptual approach was applied to person who experienced the obstacle.

APPENDIX A

MOREHEAD PROJECT WORKSHOP III

Agenda

January 22-23, 1971

THEME: Adequacy and Inadequacy

Friday, January 22

6:30 - 8:00	Discovery and discussion of each person's feelings of inadequacy with his participation in the ABE Program. Posturing themselves in relationship to an object which represented "The Project", "The Director," "The Consultant." Discussion of their feelings and/or commitment followed. Fantacy exercises used.
8:00 - 8:15	Break
8:15 -10:00	Presentation of ideas from Combs' chapter on Inadequacy. Discussion of the main points with view toward ways of change noted.

Saturday, January 23

9:30 -11:00	Presentation of Combs' ideas about Adequacy with discussion following.
11:00 -11:15	Break
11:15 -12:45	Practice giving and receiving--a structured triads exercise.
12:45 - 2:00	Lunch together--Discuss how exercise precipitates feelings of adequacy and inadequacy.
2:15 - 4:15	Life Planning Programming--4 exercises relating to "Who Are You?" done individually. Members chose to share results and get consultant's personal reaction to his view of their results. This sharing led to a discussion of "Intimacy" and its place in promoting adequacy.

APPENDIX B (from Vonk, 1970)

TIE INSTRUCTION LETTER

Dear Teacher:

Thank you for agreeing to participate in this study of teacher effectiveness. I hope you will find it to be an interesting and satisfying experience. This letter will provide you with instructions for writing about three personal Teaching Incidents.

Please recall and describe an incident from your teaching experience in which you feel you operated in a particularly effective manner. Do this for three separate instances. You are completely free to select any situation that exemplifies an instance where you performed a particularly effective job as teacher.

Indicate how you functioned as a teacher during the incident, but please do not write an entire history with preliminary information and ultimate outcome. This study is only concerned with short term incidents.

Kindly follow the steps listed below:

1. Please recall and describe one incident at a sitting. Repeat this procedure on separate occasions until you have completed three teaching incidents. (Plan on about 15 or 20 minutes apiece.)

2. After you have finished the three incidents, leave them unsigned and seal them in the envelope provided.

3. Print your last name first on the outside of the envelope so that the data inside can be number coded by the confidential secretary. (She can then turn the numbered but nameless incidents over to me for processing.)

4. Return the three sealed incidents to your instructor.

Without your generous cooperation, this project would be impossible. Please accept my warmest appreciation for your help.

Sincerely,

APPENDIX C

FORM X

SCORE SHEET

Judge No._____ TIE Code No. _____

A. Teacher's General Perceptual Frame of Reference

1. Positive-negative view of self 7 6 5 4 3 2 1

B. Teaching Purposes

1. Having broad-narrow purposes 7 6 5 4 3 2 1

2. Seeking student ends-seeking own ends 7 6 5 4 3 2 1

APPENDIX C

FORM Y

SCORE SHEET

Judge No._____ TIE Code No. _____

A. Teacher's General Perceptual Frame of Reference

2. Identification-alienation with others 7 6 5 4 3 2 1

B. Teaching Purposes

2. Discovering meaning-giving information 7 6 5 4 3 2 1

4. Disclosing self-concealing self 7 6 5 4 3 2 1

APPENDIX C

FORM Z

SCORE SHEET

Judge No._____ TIE Code No._____

A. Teacher's General Perceptual Frame of Reference

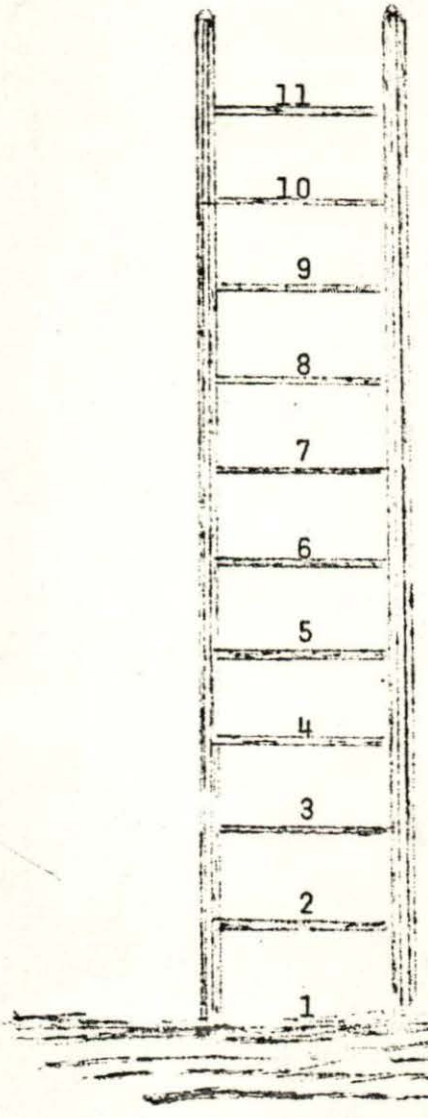
3. Openness-closedness to experience 7 6 5 4 3 2 1

B. Teaching Purposes

3. Expanding uniqueness-seeking conformity 7 6 5 4 3 2 1

APPENDIX D

TEACHER RATING SCALE



THE VERY BEST TEACHER FOR YOU WOULD BE AT THE TOP OF THE LADDER.

THE VERY WORST TEACHER FOR YOU WOULD BE AT THE BOTTOM OF THE LADDER.

WHERE ON THE LADDER IS YOUR TEACHER? CIRCLE THAT NUMBER.

AFTER YOU HAVE CIRCLED THE NUMBER, FOLD THIS PAPER AND PUT IT IN THE ENVELOPE. CLOSE THE ENVELOPE AND GIVE IT TO YOUR TEACHER. DO NOT SIGN YOUR NAME.

THANK YOU.

APPENDIX E

ANALYSIS OF VARIANCE FOR TSCS EXPERIMENTAL CLASSES AND LEARNING LAB: CHANGE SCORES, PRE-TEST TO POST-TEST

TABLE 1

TSCS SCORE 1 - Self Criticism

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	35.35	6.75	15	35.80	4.98
Female	25	34.64	6.77	25	35.60	7.04
Total	45	34.95	6.69	40	35.67	6.28

TABLE 2

TSCS SCORE 2 - True/False Ratio*

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	2.01	2.10	15	1.00	0.34
Female	25	2.74	2.28	25	1.09	0.29
Total	45	2.41	2.21	40	1.05	0.31

*Significant between experimental classes and learning labs at the .01 level.

TABLE 3

TSCS CORE 3 - Net Conflict *

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	20.40	16.10	15	14.20	9.34
Female	25	38.96	37.69	25	10.72	8.69
Total	45	30.71	31.20	40	12.02	8.98

*Significant between experimental classes and learning lab at the .01 level.

Interaction difference between groups significant at the .05 level.

TABLE 4

TSCS SCORE 4 - Total Conflict*

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	42.20	12.09	15	34.20	10.06
Female	25	53.00	31.43	25	35.24	6.49
Total	45	48.20	25.13	40	34.85	7.91

*Significant between experimental classes and learning lab at the .01 level.

TABLE 5

TSCS SCORE 5 - Total Positive

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	321.65	32.29	15	333.06	31.18
Female	25	333.96	34.20	25	327.76	36.25
Total	45	328.48	33.56	40	329.75	34.13

TABLE 6

TSCS SCORE 6 - Identity

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	118.35	12.01	15	121.06	10.96
Female	25	121.48	14.93	25	124.68	11.63
Total	45	120.08	13.65	40	123.32	11.38

TABLE 7

TSCS SCORE 7 - Self Satisfaction*

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	92.70	14.30	15	104.40	12.19
Female	25	102.48	12.40	25	95.40	17.39
Total	45	98.13	14.01	40	98.77	16.09

*Interaction difference among groups significant at the .01 level.

TABLE 8

TSCS SCORE 8 -Behavior

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	105.55	11.33	15	107.60	13.85
Female	25	110.00	12.97	25	107.68	13.01
Total	45	108.02	12.34	40	107.65	13.15

TABLE 9

TSCS SCORE 9 - Physical Self

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	67.50	8.21	15	69.60	9.96
Female	25	68.00	8.19	25	69.28	7.43
Total	45	67.77	8.11	40	69.40	8.34

TABLE 10

TSCS SCORE 10 - Moral-Ethical Self

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	63.00	7.11	15	63.80	6.96
Female	25	68.20	7.74	25	63.88	10.01
Total	45	65.88	7.83	40	63.85	8.89

TABLE 11

TSCS SCORE 11 - Personal Self

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	59.40	8.53	15	63.93	7.24
Female	25	64.44	8.73	25	61.72	8.24
Total	45	62.20	8.91	40	62.55	7.86

TABLE 12

TSCS SCORE 12 - Family Self

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	63.95	7.70	15	68.33	9.96
Female	25	68.20	7.87	25	66.40	10.28
Total	45	66.31	8.00	40	67.12	10.08

TABLE 13

TSCS SCORE 13 - Social Self

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	62.80	7.55	15	66.73	7.63
Female	25	65.12	8.05	25	66.48	8.67
Total	45	64.08	7.83	40	66.57	8.20

Table 14

TSCS SCORE 14 - Variability *

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	53.20	11.96	15	48.00	12.65
Female	25	49.28	18.68	25	58.04	15.43
Total	45	51.02	16.00	40	54.27	15.10

*Interaction difference among groups significant at the .05 level.

TABLE 15

TSCS SCORE 15 - Column Variability *

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	34.55	8.92	15	27.86	8.47
Female	25	31.00	10.57	25	37.12	12.58
Total	45	32.57	9.93	40	33.65	11.99

*Interaction difference among groups significant at the .01 level.

TABLE 16

TSCS SCORE 16 - Raw Variability

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	20.75	4.36	15	20.13	6.09
Female	25	19.72	7.43	25	20.92	5.09
Total	45	20.17	6.21	40	20.62	5.42

TABLE 17

TSCS SCORE 17 - Distribution

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	119.95	26.72	15	113.60	33.28
Female	25	132.28	37.46	25	121.40	25.86
Total	45	126.80	33.35	40	118.47	28.70

TABLE 18

TSCS SCORE 18 - Defensive Positive*

	Experimental Classes			Learning Lab		
	Number	Mean	S.D.	Number	Mean	S.D.
Male	20	50.35	15.54	15	56.86	11.14
Female	25	62.96	12.54	25	50.40	12.41
Total	45	57.35	15.17	40	52.82	12.22

*Interaction difference among groups significant at the .01 level.

APPENDIX F

ANALYSIS FOR TSCS, EXPERIMENTAL CLASSES AND LEARNING LAB SIGNIFICANT CHANGE SCORES PRE-TEST TO POST-TEST

TABLE 19

TSCS SCORE 2 - True/False Ratio

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	0.08	-1.20	-0.56
	S.D.	0.46	1.91	1.51
Learning Lab	Number	9.00	12.00	21.00
	Mean	9.12	-0.05	0.02
	S.D.	0.25	0.22	0.25
Summary	Number	20.00	23.00	
	Mean	0.10	-0.60	
	S.D.	0.38	1.42	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	3.67	1.00	3.67	3.58
Column	5.35	1.00	5.35	5.21 *
Intera	3.94	1.00	3.94	3.84
Error	40.00	39.00	1.02	
Total	52.97	42.00		

*Significant at .05 level.

TABLE 20

TSCS SCORE 5 - Total Positive

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	-15.45	10.72	-2.36
	S.D.	36.41	33.19	36.54
Learning Lab	Number	9.00	12.00	21.00
	Mean	-4.77	3.66	0.04
	S.D.	18.01	17.99	18.05
Summary	Number	20.00	23.00	
	Mean	-10.65	7.04	
	S.D.	29.39	25.99	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	62.46	1.00	62.46	0.08
Column	3349.00	1.00	3349.00	4.29 *
Intera	787.90	1.00	787.90	1.00
Error	30435.13	39.00	780.38	
Total	34634.51	42.00		

*Significant at .05 level.

TABLE 21

TSCS SCORE 6 - Identity

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	-5.18	8.27	1.54
	S.D.	15.36	17.74	17.59
Learning Lab	Number	9.00	12.00	21.00
	Mean	-1.33	1.58	0.33
	S.D.	8.21	3.65	6.04
Summary	Number	20.00	23.00	
	Mean	-3.45	4.78	
	S.D.	12.50	12.70	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	15.78	1.00	15.78	0.09
Column	725.04	1.00	725.04	4.56 *
Intera	314.34	1.00	314.34	1.97
Error	6194.73	39.00	158.83	
Total	7249.90	42.00		

*Significant at .05 level.

TABLE 22

TSCS SCORE 11 - Personal Self

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	-6.00	-0.18	-3.09
	S.D.	8.00	7.44	8.10
Learning Lab	Number	9.00	12.00	21.00
	Mean	-2.11	1.50	-0.04
	S.D.	4.80	5.99	5.68
Summary	Number	20.00	23.00	
	Mean	-4.25	0.69	
	S.D.	6.88	6.62	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	99.50	1.00	99.50	2.18
Column	261.65	1.00	261.65	5.75 *
Intera	-8.41	1.00	-8.41	-0.18
Error	1773.52	39.00	45.47	
Total	2126.27	42.00		

*Significant at .05 level.

TABLE 23

TSCS SCORE 13 - Social Self

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	=3.36	3.00	-0.18
	S.D.	10.70	7.96	9.76
Learning Lab	Number	9.00	12.00	21.00
	Mean	-1.88	2.25	0.47
	S.D.	6.00	6.16	6.30
Summary	Number	20.00	23.00	
	Mean	-2.70	2.60	
	S.D.	8.72	6.92	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	4.65	1.00	4.65	0.07
Column	301.48	1.00	301.48	4.72 *
Intera	9.34	1.00	9.34	0.14
Error	2487.68	39.00		
Rotal	2803.16	42.00		

*Significant at .05 level.

TABLE 24

TSCS SCORE 14 - Variability

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	8.27	9.27	8.77
	S.D.	16.33	18.14	16.85
Learning Lab	Number	9.00	12.00	21.00
	Mean	-3.44	-3.58	-3.52
	S.D.	10.97	16.97	14.37
Summary	Number	20.00	23.00	
	Mean	3.00	2.56	
	S.D.	15.06	18.35	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	1624.57	1.00	1624.57	6.27 *
Column	2.02	1.00	2.02	0.00
Intera	3.57	1.00	3.57	0.01
Error	10095.50	39.00	258.85	
Total	11725.67	42.00		

*Significant at .05 level.

TABLE 25

TSCS SCORE 15 - Column Variability

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	2.81	5.00	3.90
	S.D.	7.66	13.63	10.84
Learning Lab	Number	9.00	12.00	21.00
	Mean	-3.00	-2.91	-2.95
	S.D.	8.12	11.66	10.06
Summary	Number	20.00	23.00	
	Mean	0.20	0.86	
	S.D.	8.21	12.99	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	505.83	1.00	404.83	4.41 *
Column	4.79	1.00	4.79	0.04
Intera	21.42	1.00	21.42	0.18
Error	4470.55	39.00	114.62	
Total	5002.60	42.00		

*Significant at .05 level.

TABLE 26

TSCS SCORE 19 - General Maladjustment

Classes		Male	Female	Total
Experimental	Number	11.00	11.00	22.00
	Mean	-6.36	4.00	-1.18
	S.D.	12.73	11.67	13.05
Learning Lab	Number	9.00	12.00	21.00
	Mean	-2.44	2.91	0.61
	S.D.	6.46	5.28	6.28
Summary	Number	20.00	23.00	
	Mean	-4.60	3.43	
	S.D.	10.34	8.73	

Source	Sum of Sq.	D.F.	M.S.	F Ratio
Rows	34.84	1.00	34.84	0.37
Column	690.61	1.00	690.61	7.42
Intera	47.92	1.00	47.92	0.51
Error	3627.68	39.00	93.01	
Total	4401.07	42.00		

*Significant at .05 level.

Appalachian STATE UNIVERSITY

College of Education
Department of Administration,
Supervision and Higher Education

Boone, North Carolina 28607

October 21, 1971

Mrs. Ann P. Hayes
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Ann;

Thanks for your letter of October 18. I agree with your conclusions about the article. Certainly, we don't want to risk damage to the image and even future funding of ABE. I do think the systematic collection of data over an extended period of time will be necessary before we can make any assumptions about adults, male or female.

I too am sorry about the half self-directed, half small-group instruction class and am not willing yet to give up the idea of carrying out that part of the project. I plan to work with Forsyth on the self-directed part which is well under way. At the same time I hope to set up the other group either at Forsyth or Caldwell or both. Again it will take quite a while and will infolve new workshops on group procedures.

I'll keep you informed.

Sincerely,

Leland R. Cooper
Professor

LRC:vm

Appalachian STATE UNIVERSITY

College of Education
Department of Administration,
Supervision and Higher Education

Boone, North Carolina 28607

September 27, 1971

Mrs. Ann P. Hayes
Evaluation Specialist
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Ann,

The form on AAEC staff is enclosed. I was not sure about the list of publications so my entire meager list is attached.

I should like to prepare some kind of article from our study for publication. Do you have any suggestions? The idea that the self-concepts of men might actually be lowered by exposure to an educational environment is intriguing and considerably more study is needed. We have completed 30 more pre-test Tennessee Self Concept Scales from Learning Lab students at Forsyth Tech. They will be re-tested when 72 hours of work are completed. Pre-Tests on TSCS and ABLE have been started at the "Downtown Lab" in Winston-Salem. Part of the problem with ABLE has been resolved by using only those adults whose preliminary evaluation places them at Level II. This is only a partial solution because this tells us nothing about the other two levels, especially the relatively large number placing in Level I. However, this allows for statistical use of "Number Right" scores which are more accurate and dependable than overlapping grade levels. I shall keep you apprised of progress, but it will take months to complete the ABLE. Meantime we are trying to figure out ways to use the data we are collecting.

A series of workshops is being planned similar to last year's. No dates have been set, but they will probably begin after January 1. Numerous activities make them impractical during Fall Quarter.'

Best personal regards.

Sincerely yours,

Leland R. Cooper
Professor

LRC:ncs